

Standards of Learning Innovation Committee

Meeting Minutes

Full Committee Meeting

Patrick Henry Building

West Reading Room

1111 E. Broad St., Richmond, VA 23219

October 10, 2017, 1- 3:30pm

Attendees

Present Committee Members:

Dr. Robert Benson, Delegate David Bulova, Karen Cross, Deborah Frazier, Dr. Francisco Duran, Linda Grubba, Rachel Holloway, Secretary Dietra Trent, Jim Livingston, Dr. Brian Matney, Dr. Oliver McBride, Dr. Laurie McCullough, Senator Ryan McDougle, Senator Jeremy McPike, Dr. Pat Murphy, Dr. Jennifer Parrish, Annette Patterson, Dr. Stewart Roberson, Delegate Roxann Robinson, Bobby Shockley, Dr. Steve Staples, Karen Thomsen, Delegate Jeion Ward

Present by Phone Conference:

Senator Steve Newman, Ting-Yi Oei, Vivian Sanchez Jones, Jim Gallagher, and Delegate Jim LeMunyon

Absent Committee Members:

Danielle Fitzhugh, Jamie Clancey, Delegate Tag Greason, Todd Putney, Linda Hyslop, Mike Davidson, and Dr. Kim Blosser

Agenda

- Welcome
- Briefing on Statewide Implementation of Performance Assessments
- Committee Charge, 2017 Goals for the Committee
- Report from the High School Redesign Subcommittee
- Report from the Assessment Subcommittee
- Public Comment
- Discussion and Vote on Recommendations
- Next Steps and Adjournment

Welcome

- Dr. Stewart Roberson opened the meeting at 1pm; and welcome members back to Richmond for a discussion about the recommendations being brought forward from the subcommittees.

Presentation from VDOE on Performance Based Assessments

Dr. Steve Constantino, Chief Academic Officer at VDOE, provided the committee an update on the work VDOE is doing to support local divisions in their use of authentic performance assessments. This included:

- Need for performance assessments driven in part as a response to testing fatigue by students, teachers, parents and administrators. The solution to this was replacement of 5 SOL tests with performance assessments in 2014.
- Performance assessments align with skills we desire students to learn, but are hard to measure. Critical thinking, creative thinking, collaboration, communication and citizenship.
- Recognition that performance assessments need part of a balanced system that measures multiple things, including pure content knowledge
- Dr. Constantino explained that the state received a Hewlett Foundation grant to support training and capacity building; in the summer of 2018 there will be regional trainings for teachers and administrators around the state.

Presentation from the High School Redesign Subcommittee

After Dr. Roberson reminded the committee about their legislative charge, and the goals they set for themselves for the year, he turned the floor over to the High School Redesign Subcommittee to present their recommendations.

Dr. Pat Murphy, Chair of the Subcommittee, provided the committee with updates on their work to date and driving goals of their work. He recognized the members of his committee and the hard work they contributed to this effort over the last 6 months. He then reviewed their driving principles, which include:

- Focus on keeping students first.
- Improve student preparedness for career success.
- Value demonstrated learning that is tied to progress, growth and application without the limitations of organizational structure and age related cohorts.
- communication, both vertically and horizontally and in and outside of schools.
- Identify and build upon institutional strengths and work with better resourced partners to address weaknesses.
- Address the professional learning needs of teachers and administrators to effectively meet the student needs of the 21st Century.
- Utilize the period of time just prior to graduation from high school to prepare students for career or life interests.

Dr. Pat Murphy and Oliver McBride, member of the subcommittee, presented their full set of recommendations, which are as follows:

1. While maintaining rigorous standards, Virginia must redesign curriculum and instruction to integrate the “5Cs” in core and co-curricular courses, enrichment offerings, and other learning activities.
 - a) Virginia should initiate a plan to require all high school students to obtain an authentic experience through any of the following: apprenticeship, internship, externship, other work-based learning experience, service project, or capstone project.
 - b) To enhance the required academic career plan, all high school students should develop a portfolio or resume demonstrating their career competencies, with clear alignment among their career goals, work based learning experiences, and academic coursework.
 - c) Virginia should conduct a comprehensive evaluation of mathematics and science course offerings; develop blended curriculum courses; ensure that a wide variety of applied mathematics courses are available to all students that align with mathematics competencies needed for their career pathways, and ultimately the Commonwealth’s workforce needs.
2. The Virginia Department of Education must build upon the success of the High School Innovation Grants to help equip all schools to deliver a redesigned high school experience. To accomplish this, VDOE should:

- a) Continue providing high school innovation grants over the next biennium, so schools can incorporate and implement the concepts identified in recommendations 1A, 1B, and 1C.
- b) Identify, compile and distribute best practices and exemplar models amongst all divisions in the spring of 2018.
- c) Identify outstanding policy barriers in code and regulations to facilitate implementation at scale. The VDOE should report back to the SOL Innovation Committee in the summer of 2018 with specific policy recommendations.
3. Virginia should replace the current workplace readiness certificate with one that is aligned with the “5Cs” and is a more relevant, rigorous and meaningful way for students to demonstrate career readiness.
4. A workgroup should be formed to develop specific policy recommendations to align teacher licensure and teacher preparation programs to the state’s vision for redesigned high school experiences. This workgroup should include a variety of stakeholders, including but not limited to VDOE, SCHEV, and teacher preparation program representatives.
5. The Virginia Department of Education and school divisions should provide relevant professional learning opportunities to all educators, including best practices learned through the high school innovation pilots. Professional learning content must include:
 - a) The development and delivery of content that integrates the “5Cs” in curriculum and instruction, and the use of a balanced assessment system;
 - b) The enhancement of educators’ understandings of relevant and contemporary career opportunities for students, and their ability to establish partnerships that facilitate work-based learning opportunities.
 - c) Training and development to address the academic, emotional, social, and physical needs so essential to student success.
6. A strong, holistic accountability of schools and divisions is important to the successful implementation of these changes. As such, the Board of Education should consider how the College, Career and Civic Readiness indicator, included in the proposed accreditation matrix, might be updated to reflect meaningful and statewide implementation of these changes.

Presentation from the Assessment Subcommittee

Dr. Laurie McCullough, Chair of the Subcommittee, recognized her subcommittee members and provided the committee with updates on their work to date and driving goals of their work.

She presented the first 2 recommendations about measuring growth. She noted the work the subcommittee did understanding various growth models used in Virginia previously, piloted in Virginia, and used in other states.

Recommendations on Measuring Growth at Scale:

7. For the short term, recommend the use of linked SOL item banks to measure growth in grades 3-8 reading and mathematics with the following assumptions:

- Students are not required to sit for multiple test sessions in order to access questions above or below their grade level.
- The average length of test sessions does not increase significantly in order to yield a growth measure.
- The item bank is broad and robust enough to yield a growth score for students.

*The subcommittee recognizes that there are limitations to the number of students for whom a growth measure is feasible in this system, if other recommendations are not to be violated (i.e. more tests or longer tests).

- Growth scores are reported.

*It is understood that the accountability calculation for a school will consider growth scores only for those students whose performance levels do not indicate on-grade-level proficiency. Growth should, however, be reported (including to parents) for all students for whom a growth score can be calculated. A communications plan should be developed to help all stakeholders understand and interpret growth scores.

8. Recommend ongoing research leading to implementation of more direct measures of student growth. Recognizing the limitations of linked SOL tests as proxies for growth, Virginia should have a long-term goal of replacing point-in-time achievement measures (SOL tests) with direct measures of growth in grades 3-8.

Dr. Jennifer Parrish presented the recommendations related to state required performance assessments, and explained the committee's pursuit of a balanced assessment system that measures multiple indicators of what students know and can do.

Recommendations on State Required Performance Assessments:

9. In order to align standards and assessments, we recommend that age-appropriate performance standards for the "5Cs" be integrated in the Standards of Learning as they are updated over time.

10. Recommend that the Virginia Board of Education develop a secured set of state-level performance assessments in elementary and middle school science (ESSA requires achievement testing in science at elementary and middle school levels). These assessments should require students to demonstrate their knowledge of content and skills from the Standards of Learning, and to demonstrate skill in two or more of the "5Cs". Each assessment should require a written component aligned with the grade-level Standards of Learning in written communication.

11. To align with current practice in elementary school with the Virginia Studies performance assessment, we recommend that the middle school civics performance assessment be locally administered and scored. School divisions should be required to attest to implementation.

12. Recommend that the Virginia Board of Education develop and test state rubrics and scoring protocols for the science state level assessments. The rubrics and protocols should be pilot-tested and revised as necessary before state-wide use to ensure (1) the assessment's validity for measuring the intended learning goals, and (2) consistency and reliability in scoring student work.

13. Recommend that when the science state-level performance assessment is implemented in school divisions, the Board of Education use research-based mechanisms such as sampling, auditing, and objective third-party scoring to ensure reliability of results and integrity of the process.

14. Recommend that the balanced assessment system continue to include point-in-time achievement measures. As Virginia's Standards of Learning and the accompanying SOL tests are revised over time, recommend including and emphasizing the "5Cs" where they align with grade-level content. [* The federal Every Student Succeeds Act requires achievement tests in grades 3-8 reading and mathematics.]

15. Recommend continuous examination and application of the most current and rigorous research available as changes are made to individual tests as well as to the system as a whole.

Karen Thomsen presented the recommendations on classroom and school level assessment and the ways in which local teachers and schools can be supported.

Recommendations on Classroom and School Level Assessment:

16. In conjunction with recommendation 9; school divisions should integrate the "5Cs" into their local curriculum and provide teachers in all grade levels and content areas access to resources that support their use of a variety of assessment techniques (questioning and feedback strategies, aligned test items, performance tasks and rubrics, for example).

17. Recommend that VDOE create a collection of exemplar classroom and school level performance assessments and a process for assessing the quality of performance tasks.

Karen Cross presented the recommendations related to professional develop, and noted her personal commitment to this issue given her experience as a teacher.

Recommendations on Professional Development:

18. There must be sustained, high quality professional learning in order for this vision to be achieved. Therefore, wherever funds are available for professional learning, it should be directed to differentiated and customized professional learning activities which include opportunities to observe others, plan and design with colleagues, and receive quality feedback on the job.

19. Recommend that specific skills and competencies for teachers and leaders be identified to encourage school divisions, professional associations, Universities and other stakeholders to align programs and state licensure requirements with those competencies. To that end, we recommend micro-credentialing be an approved option for teacher recertification as one way in which teachers and leaders can document their learning and transfer it into practice.

[* A micro-credential in performance assessment, for example, would require teachers to first participate in an approved professional learning seminar, workshop, or other type of program. Then the teacher would design and/or implement a performance assessment using Virginia's Quality Criteria as guidelines, and submit the assessment along with samples of student work to the school division for evaluation and approval. If earned, the micro-credential (like several current types of documentation of professional learning) would be used by the school division to award recertification points.]

Vote on Recommendations

Dr. Roberson facilitated the vote on the recommendations. Per the Committee's authorizing language, he explained that any recommendations endorsed by a majority of citizen members present (including on the phone) and legislative members present (including on the phone) would be advanced.

Dr. Roberson explained the voting process, in which each subcommittee's recommendations would be taken in a block. Any recommendations that members wanted to pull out could be removed to discuss and for separate votes.

Dr. Roberson invited motions from the committee to start the process. Brian Matney made a motion to pass the block of high school redesign recommendations (1-6); which was seconded by Sen. McDougle. Both the citizen members and legislators approved it unanimously.

Francisco Duran made a motion to pass the block of assessment subcommittee recommendations related to growth (7-8); which was seconded by Jim Livingston. Senator Newman asked that recommendation 8 be voted on separately. Both the citizen members and legislators approved recommendation 7 unanimously; recommendation 8 was endorsed unanimously by the legislators, but failed to receive the support of a majority of legislative members. Senator McPike and Delegate Bulova voted in favor. Delegate LeMunyon, Delegate Robinson, Senator Newman and Senator McPike voted against.

Brian Matney made a motion to pass the block of assessment subcommittee recommendations related to state performance assessments (9-15); which was seconded by Bobby Shockley. Senator Newman asked that recommendation 10-15 be voted on separately. Both the citizen members and legislators approved recommendation 9 unanimously; recommendations 10, 11, 12, 13, 14 and 15 were endorsed unanimously by the legislators, but failed to receive the support of a majority of legislative members. Senator McPike and Delegate Bulova voted in favor. Delegate LeMunyon, Delegate Robinson, Senator Newman and Senator McPike voted against.

Senator McPike made a motion to pass the block of assessment subcommittee recommendations related to classroom and school level assessments (16 & 17) and professional development; which was seconded by Rachel Blosser. Both the citizen members and legislators approved the recommendations (16-19) unanimously.

Public Comment

- Dr. Roberson invited public comment, but none was given. He noted that members have printed copies of public comments submitted over the summer as recommendations were being developed.

Next Steps

- The meeting was adjourned at 3:10PM

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